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## FOR 373.02: Wilderness and Civilization I

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**Wilderness and Civilization**  
**Forestry 373 II**  
**Spring Semester, 2008 Syllabus**

**Instructor**

Laurie Ashley

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Class time: MW 11:00-12:30; Jeanette Rankin Hall 203

Office hours: MW 1:30-3:00; Main Hall 304 (stop by or make an appointment)

**Course Description**

Forestry 373 II draws from field trip experiences, case studies, and community engagement to examine contemporary environmental issues and different philosophical and practical approaches used to affect change. We will travel extensively around Montana, learning first-hand from a diversity of people working toward sustainable urban design, wildlife conservation, community-based conservation, localized food systems, and more. Students will gain practical experience studying an issue of their particular concern and develop their own values and beliefs about how to best approach making change.

The course is arranged into five sections: Human Consumption and the Environment, Regional Conservation Issues, International Conservation, Farming and Food Systems, and the Missouri River and Riparian Ecology.

**Evaluation**

Participation	10%	Includes: ecological and carbon footprints, token of hope, and other class preparation
Case Study	25%	Paper due April 16; presentation dates as arranged
Responses to Field Trips (7)	20%	Due the Wednesday following the particular field trip
Civic Engagement	20%	Proposal due March 12; final write ups due April 23
Conservation Organization Paper	10%	Paper Due March 19
Dream Solutions	10%	Short description due April 14; final presentation April 21
Portfolio	5%	Due May 2

**\*\* Late assignments will generally be accepted, but your grade will be affected. I will take off a half grade per class day that assignments are late. You are welcome to develop a learning contract if you would rather be evaluated in a different way. These need to be completed by January 30.**

**Participation (10%)**

Each student is required to think critically and constructively, and to contribute to the quality of discussions both on our field trips and during class periods. This course is student-driven, and so you will need to actively help facilitate not only your own learning, but the learning of your classmates. Please respect the collective learning experience by being punctual, attentive, and prepared for class. You are encouraged to bring materials and ideas from other courses and current events and integrate these into class discussions. And remember, bring the spice.

One part of your participation grade is the *token of hope*. Each of you are responsible for bringing a story, brief reading, or object that for you represents hope. You will begin one class session with this token; this should take less than 5 minutes. The reading maybe anything you choose that relates in some way to the program.

**Case Study (25%) Paper due April 16; Presentation dates TBA**

Choose a current issue, study it critically and constructively from multiple perspectives and disciplines, and consider ways to approach change. Your grade will be based on number 1 and 2 below.

**1. Presentation--12.5%**

With your group, choose readings, present your case study, and lead a class discussion on your topic. Case study presentations will take place before or after a field trip related to your topic. Educate the class about the topic;

engage the class in some fashion (via discussion, constructive problem solving or debate); and make connections to the relevant field trip.

2. Paper—12.5%

Write a five page paper synthesizing your learning about this case study.

In addition:

- Turn in the class readings at least a week before you present.
- Arrange to meet with me at least two days before you lead the class. I will provide additional guidance, reference material, questions to think about, and details about the associated field trip.
- Contribute, where appropriate, to the design and structure of the associated field trip.
- Consider using your case study topic as the focus of your civic engagement assignment.

### **Civic Engagement (20%)**

1. Civic Action-- Proposals due March 12; final write up (reflection, statement, assessment) due April 23 (15%)

- Write a one paragraph proposal for your civic action.
- Participate in at least one public event related to an issue of your interest. Consider attending a public scoping meeting, a court hearing, a city council meeting, or other public event. Write a two-page reflection about the event in which you participated including an evaluation of the process and its effectiveness.
- Engage in the political process by taking some form of civic action. (This can be done at the above public event or elsewhere.) Take a firm stance on something based on solid information and careful thought. Consider writing comments on a federal proposal through the NEPA process, testifying before a public hearing, or otherwise exercising influence on a public debate. Turn in a copy of your statement; if your comment was oral, then a write up describing your statement is sufficient. Also provide a one-page self-assessment explaining what grade you think you deserve for your civic action and why. Your grade will be based not only on how well you fulfilled the requirements of the assignment but on the quality and thoughtfulness of your write up and how well you can justify your grade.

2. Service—Explanation and self-assessment due April 23 (5%)

- You are required to work at least five hours on a project that somehow serves a need in the community and relates to an issue explored in the Wilderness and Civilization program. You will need to write a one-page explanation of what you did for the service (who you worked for, for how many hours, what you accomplished, and what need it was serving); how and why you chose to spend your time in this area; and how it relates to your year in the Wilderness and Civilization program. You will also need to provide a one-page self-assessment explaining what grade you think you deserve and why. Your grade will be based not only on how well you fulfilled the requirements of the assignment but on the quality and thoughtfulness of your write up and how well you can justify your grade.

### **Responses to Field Trips and Readings (20%)**

Turn in seven responses to your experiences and conversations during the field trips and incorporate insights from the associated readings when appropriate. You do not need to report in full the information that you learned on a particular field trip, but rather weave in important details (facts, stories, quotes) that illustrate and provide context for your own ideas. Consider the different perspectives, make connections to course topics, and offer your personal perspective.

Draw on ideas from readings, speakers or discussions, and push yourself on topics that inspire or confuse you.

Responses should be typed, one to two pages in length, and handed in each Wednesday following a trip. You may respond to any of the ten trips. Excerpts from selected responses will be read in class, anonymously.

Readings will be available on ERES, handed out in class, or in the Yellowstone reading packet (purchase at the bookstore). To access ERES go to: <http://eres.lib.umt.edu/courseindex.asp>. Search via the instructor "Ashley," click on the course "FOR373.02" and use the password "FOR373" to access the readings. You can read them online, but I suggest you print them out so you can make notes directly on the readings and refer to them in class.

### **Dream Solutions from Multiple Senses (10%)**

This assignment allows you to express your ideas for how to improve human/land relations in a creative, artistic format, either visual or expressive. This project can involve photographs, poems, drawing, sculpture, action, drama, music—

really, any creative and rigorous expression of your vision. You need to turn in a one page description of your project by April 14. There will be a lot of freedom to determine what sort of project you do. You will be graded on thoughtfulness, effort, and effectiveness at conveying your ideas. Projects need to be completed by April 21-- we will have a reception from 3-6:00 PM that day where each student will present his or her work and provide a brief oral and written (one page) description of the project.

### **Conservation Organization Paper (10%)**

Write a four-page paper completing an assessment of an organization working on some aspect of conservation through a careful and critical examination of the rationale, goals, activities, and accomplishments or failures of the organization. You may select a governmental organization, non-governmental organization (NGO), United Nations agency, philanthropic foundation, financial institution, or other organization involved in conservation issues. If the organization is large, you should focus only on a particular component, program, or project within the organization. You may choose an organization that works internationally, in the USA, or only in Montana. You may make your selection based on the organization's philosophy, a noteworthy project, its geographical focus, or prior experience with the organization. You may also choose an organization that you would like to know more about and/or even volunteer or work for some day. Cite all sources appropriately; consider using Google Scholar for your research. Focus your research by considering:

- Mission/vision/primary goals of the organization
- Main issues that the organization deals with
- Where the organization is based
- Where it does most of its project work
- Who does it employ?
- Who is this organization affiliated with and/or what other organizations/groups does it work most closely with (include local orgs)?
- What about this organization most inspires or impresses you?
- What is the most controversial thing this organization does? (Please research critiques of the organization.)
- How/why/when was the organization founded? Has the purpose of the organization changed?
- What is the annual budget of the organization? How is it funded?

### **Portfolio (5%)**

Put together a portfolio of your best work from the semester. Include at least a paragraph summary for each section highlighting what was most significant that you learned from that particular class or topic (depending on how you arrange your portfolio).

### **Learning Contract Option**

If you feel that you would learn more effectively from a different distribution of course credits, then you may design a learning contract. A learning contract allows you to satisfy the course objectives in a way that fits your specific learning style. Contracts must be proposed in detailed written form to me by January 30. Contracts are subject to approval.

## Spring 2008 Class Schedule

### W January 23 Coming Back to Wilderness and Civilization

#### Section 1: Human Consumption and the Environment

F January 25 Field: Missoula's Waste Stream

#### M January 28 The Story of Stuff and Our Ecological Footprint

- Ecological Footprint of Nations, 2005 Update.
- Redefining Progress for People, Nature, and the Economy, 1996. Ecological Footprint Accounts: Moving Sustainability from Concept to Measurable Goal.
- Wackernagel, M. and W. Rees. 1996. Our Ecological Footprint: Reducing Human Impact on the Earth. Gabriola Island, B.C.: New Society Publishers. Introduction and part of Chapter 1, Ecological Footprint for Beginners, pp. 1-12.

#### W January 30 Ecological Footprint/Public Speaking

Assignment: Bring your ecological footprint analysis to class, excel sheet available at: [www.greatchange.org/ng-footprint-ef\\_household\\_evaluation.xls](http://www.greatchange.org/ng-footprint-ef_household_evaluation.xls)

- Joann M. McCabe, 2006. The Fear of Public Speaking. The Toastmaster, April 2006.
- 10Tips for Public Speaking, [www.toastmasters.org](http://www.toastmasters.org)

Tonight: Watch Focus the Nation's interactive webcast called "The 2% Solution." Live Jan. 30 at 6:00 pm at <http://www.earthdaytv.net/> and archived for later viewing. This is a "reading" for class on Feb. 6<sup>th</sup>.

#### F February 1 Field: Green Building and Design

#### M February 4 Green Building, Smart Growth, Sustainable Transportation

**Student Presentation:** Justin, Kyle, Patrick

- Readings TBA

#### W February 6 Climate Change: what is as risk and how to respond

Speaker: Nicky Phear

- Hansen, Jim 2006. The Threat to the Planet, New York Review of Books. Volume 53, Number 12 · July 13, 2006.
- Complete your carbon footprint using this program:  
<http://www.bp.com/extendedsectiongenericarticle.do?categoryId=9015627&contentId=7029058>
- Watch Focus the Nation's interactive webcast called "The 2% Solution." Live Jan. 30 at 6:00 pm at <http://www.earthdaytv.net/> and archived for later viewing.

#### F February 8 Field: Winter Tracking

#### M February 11, Environmental Pollutants

Speaker: Erin Thompson, Women's Voices for the Earth (conf)

- Ewing Duncan, D. 2006. "The Pollution Within." National Geographic, October 2006
- Carson, R. 1962. "A Fable for Tomorrow," In Silent Spring. Boston: Houghton Mifflin Company, pp. 1-3.
- Steingraber, S. 1997. Living Downstream; An Ecologist Looks at Cancer and the Environment. New York: Addison-Wesley. Pp. 1-13.
- Visit, Is It In Us? Toxic Trespass, Regulatory Failure and Opportunities for Action [www.isitinus.org](http://www.isitinus.org)

#### Section Two: Regional Conservation Issues

#### W February 13 Yellowstone and Grizzly Bear Delisting

Speaker: Chris Servheen, Grizzly Bear Recovery Center

- Interagency Conservation Strategy Team 2007. Executive Summary- Final Conservation Strategy for the Grizzly Bear in the Greater Yellowstone.

#### F-M February 15-18 Field: Yellowstone

- Yellowstone Studies reading packet, purchase at bookstore

#### W February 20 Yellowstone Issues—Wildlife, Development, Ranching, etc

- Yellowstone Reading Packet

**F February 22 No Field Trip**

**M February 25 Yellowstone Issues—Wildlife, Development, Ranching, etc**

**Student Presentation:** Sam, Alaina, Katie G., Aaron

- Readings TBA

**W February 27 Community-based Conservation**

**Student Presentation:** Hannah, Marlee, and Jenni

- Readings TBA

**F February 29 Field: Community-based Conservation—Blackfoot and Swan Valleys**

**M March 3 Superfund/ Mining**

**Student Presentation:** Izaak and Brett

- Readings TBA

**W March 5 Scales of Politics: Bioregionalism**

Kemmis, D. 2001. *A Maturing Region*. In This Sovereign Land: A New Vision for Governing the West. Washington D.C.: Island Press. (93-116)

**F March 7 No Field Trip**

### **Section Three: International Conservation**

**M March 10 Environment and Development Organizations**

- Chapin, M. 2004. A Challenge for Conservationists. *World Watch*. November/December.
- World Wildlife Fund Response, Retrieved Aug 15, 2006 from [www.loe.org/thisweek/041217World\\_Wildlife\\_Fund\\_Response.doc](http://www.loe.org/thisweek/041217World_Wildlife_Fund_Response.doc)
- The Nature Conservancy response, Nov. 3, 2004.

**W March 12 International Conservation Case Study**

**Student Presentation:** Clara and Kim

- Readings TBA

**F March 14 Field: Private Lands Conservation**

**M March 17 Conservation Easements/Global Conservation Strategies**

**Due:** Civic Action Proposal (one paragraph)

- Phillips, A. 2003. Turning Ideas on Their Heads: The New Paradigm for Protected Areas. *George Wright Forum* 20: 8-32. Available on line at: <http://www.uvm.edu/conservationlectures/vermont.pdf>
- Sanderson EW, Jaiteh M, Levy MA, Redford KH, Wannebo AV, and Woolmer G. 2002. *The Human Footprint and the Last of the Wild*. *Bioscience* 52 (10):891-904. [http://wcs-old.atlasworks.com/media/file/human\\_footprint2.pdf](http://wcs-old.atlasworks.com/media/file/human_footprint2.pdf)
- For visual maps, visit: <http://wcs-old.atlasworks.com/home/wild/landscapeecology/humanfootprint/hfatlas>
- Wilshusen, P., S. Brechin, C. Fortwangler, P. West . 2002. *Beyond the Square Wheel: Toward a More Comprehensive Understanding of Biodiversity Conservation as Social and Political Process*. *Society and Natural Resources*, 15:41-62.

**W March 19 People, Poverty, and Protected Areas**

**Due:** Conservation Organization Paper

- Hutton, J. et al., 2005. Back to the Barriers? Changing Narratives in Biodiversity Conservation. *Forum for Development Studies*. No. 2-2005, p341-370.
- Terbough, J. Reflections of a Scientist on the World Parks Congress, *Conservation Biology* 18(3):619-620.
- Brosius, J.P. Indigenous Peoples and Protected Areas at the World Parks Congress, *Conservation Biology* 18(3):609-612.
- Dowie, M. 2005. Conservation Refugees. *Orion* November/December 2005. Excerpts.

**F March 21 No Field Trip: Spring Break**

**M March 31 Class TBA**

- Readings TBA

**W April 2 Dream Solutions—Expressive Arts Workshop**  
With Mary Ann Bonjourni

**F April 4 Field: Optional Trips—Yaak or RMF**

**Section Four: Farming and Food Systems**

**M April 7 World Food Systems**

With Sarah Potenza

- Readings TBA

**W April 9 Local Food Systems**

With Sarah Potenza

- Readings TBA

**F April 11 Field: Our Local Food System**

**M April 14 Farming and Food Systems**

Due: Dream Solutions Proposal—one page

**Student Presentation:** Wyatt, Katie C., Alia, Willa, Austin

- Readings TBA

**W April 16 Introduction to the Flathead Reservation**

Due: Case Study Paper

**Student Presentation:** Nora and 1-2 of above food people

- Readings TBA

**F April 18 Flathead Reservation and Owl Ecology**

**M April 21 Dream Solutions Presentations**

*Meet 4-6pm Davidson Honors College*

**Section Five: The Missouri River and Riparian Ecology**

**W April 23 Montana's Missouri River**

Due: Civic Engagement Write-ups (for both action and service)

Readings TBA

**F April 25 Field: Riparian Ecology**

**M April 28 Field: Missouri River Prep**

*Meet at Jacob's Island 9-2*

**W April 30 Internship Discussion and Evaluations**

**F May 2 Field: Primitive Skills**